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## CTE FACTS

CTE FACTS is published monthly during the school year and highlights informative educational statistics related to Career and Technical Education (CTE) and its programs.

In this last issue for the 2005-2006 school year, we will continue to highlight different facts and figures which were found through research that demonstrate the value of CTE. Results focusing in on other high school related research are also included.

- ▶ An on-going evaluation of career academies, conducted by the Manpower Development Research Corporation, reports that four years after high school, males in career academies were earning an average of \$2,554 more annually than a comparable group of young men who did not have the benefit of a career academy experience.<sup>1</sup>
- ▶ More concentrators (earning at least three credits in a single CTE program) enrolled in postsecondary education immediately after high school during the 1990s than in the 1980s (fifty-five percent versus forty-two percent). It turns out that many enroll later, so that by seven years after graduating from high school, nearly three-fourths of concentrators in career and technical education had participated in postsecondary education or training to some extent. Eighteen percent eventually earned a bachelor's degree, and by eight years after high school graduation, fifty-three percent of concentrators had earned a post secondary degree or certificate.<sup>2</sup>
- ▶ High-risk students are 8 to 10 times less likely to drop out in the 11<sup>th</sup> and 12<sup>th</sup> grades if they enroll in a CTE program rather than in a general program, found a 1998 University of Michigan study.<sup>3</sup> The study also reported that a quality CTE program can reduce a school's dropout rate by as much as 6%.
- ▶ CTE students are less likely than general-track students to fail a course or to be absent, according to a 1998 University of Michigan Study.<sup>4</sup>

**CTE Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential.**

**CTE Mission: Prepare Arizona students for workplace success and continuous learning.**

<sup>1</sup>Gary Hoachlander, "Ready for College and Career," *The School Administrator*, January, 2006: 4.

<sup>2</sup>*Ibid*, p. 4.

<sup>3</sup>Kulik, J. *Curriculum Tracks and High School Vocational Studies*. University of Michigan, June 1998. (as cited in Southern Regional Education Board. "Facts About High School Career/Technical Studies")

<sup>4</sup>*Ibid*, p. 2.

# FAST FACTS...

- The construction of 1,000 single-family homes generates 2,448 jobs in construction and construction-related industries and approximately \$79.4 million in wages.<sup>6</sup>
- A labor survey completed in October of 2001 indicated that 73% of the Business Services companies, 80% of the Manufacturing companies, and 63% of the Health Services companies surveyed were not working with local schools to help prepare students for the workforce.<sup>7</sup>
- Health services, business services, social services, engineering, and management are expected to account for almost one of every two non-farm wage and salary jobs added to the economy during the 2000 -2010 period.<sup>7</sup>
- Manufacturing – U.S. employment is projected to increase to 19.1 million jobs (2010), up from 18.5 million in 2000 (3.2%).<sup>7</sup>
- Approximately 30% of all Arizona teachers come from outside the state. By 2010, Arizona will add 85,000 students to its schools, the third fastest growing student enrollment in the nation, and there are not enough teachers to rival the growth. In the next 20 years, Arizona will see a 66% growth increase in enrollment for secondary schools. One estimate of the nation's need for new teachers over the decade exceeds 2 million.<sup>7</sup>
- Occupations projected to show the highest percentage growth by 2010 are those which require an Associates Degree, according to the U.S. Bureau of Labor Statistics.<sup>7</sup>
- High school students who received a semester of math enhanced career and technical education lessons performed better than their contemporaries on standardized math and college placement tests, according to a new national pilot study.<sup>8</sup>
- In acute-care settings, the average number of registered nurses is 3.3 for every 1,000 people. In Arizona, it's 19.<sup>9</sup>
- For all levels of health care, Arizona has 681 nurses per 100,000 population, compared with a nationwide average of 782 nurses per 100,000.<sup>9</sup>
- In 2002, there were 2,830 students enrolled into Arizona nursing schools.<sup>9</sup>
- In 2004, there were 3,392 students enrolled into Arizona nursing schools.<sup>9</sup>
- In 2007, the goal is to have 5,660 students enrolled into Arizona nursing schools.<sup>9</sup>
- As many as 28 percent of college freshmen are immediately placed into remedial courses and even with extra help, roughly half of all college students do not graduate, according to a 2004 study by the American Diploma Project.<sup>10</sup>
- A 2002 study by the Arizona Board of Regents showed that only 16.8 percent of Arizona high school students would be assured admission to the state's colleges based on their high school coursework.<sup>11</sup>

<sup>6</sup> C. Deanna Lewis, "Home Building: It's Hot!" *Techniques* February, 2006: 16.

<sup>7</sup> *Trends: Worker of the Future* (Center for Workforce Development, Maricopa Community Colleges, 2002, p. 2).

<sup>8</sup> "Study shows math-in-CTE model works to improve student knowledge," 31 Oct. 2005

[http://www.acteonline.org/members/news/frontpage\\_news/frontpage110205.cfm](http://www.acteonline.org/members/news/frontpage_news/frontpage110205.cfm)

<sup>9</sup> Jodie Snyder, "Nursing Crunch," *The Arizona Republic* 20 Mar. 2006: D1.

<sup>10</sup> Susan Carlson, "Meet the Challenge," *Scottsdale Tribune* 20 Jan. 2005: A15.

<sup>11</sup> *Ibid*, p. A15.

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